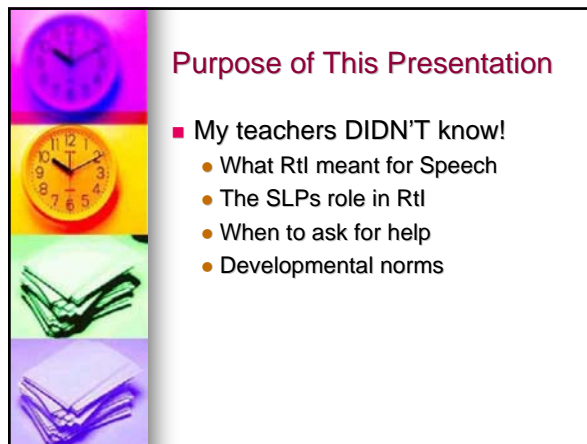


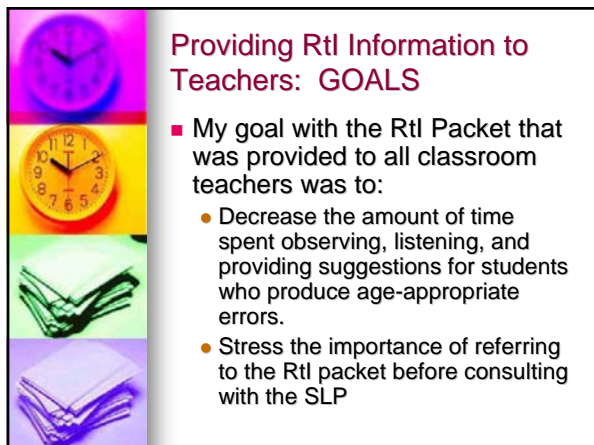
Presenting RTI to Classroom Teachers: The Full Meal Deal
 Friday, March 27, 2010
 8:30 am-10:00 am

Presented by:
 Kacie Crowson, MS-CCG/SLP
 Lezley Brown, MS-CCC/SLP
 Rains ISD
 Emory, TX



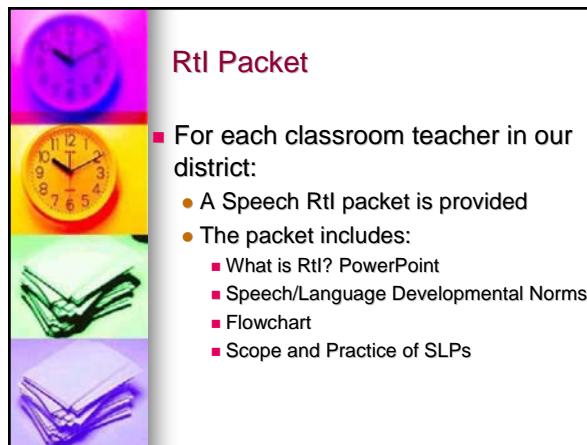
Purpose of This Presentation

- My teachers DIDN'T know!
 - What Rtl meant for Speech
 - The SLPs role in Rtl
 - When to ask for help
 - Developmental norms



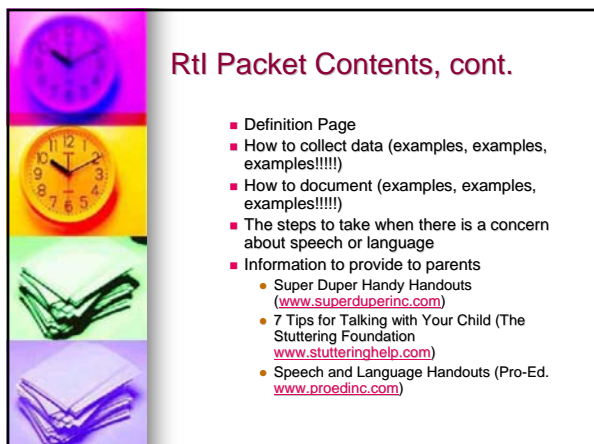
Providing Rtl Information to Teachers: GOALS

- My goal with the Rtl Packet that was provided to all classroom teachers was to:
 - Decrease the amount of time spent observing, listening, and providing suggestions for students who produce age-appropriate errors.
 - Stress the importance of referring to the Rtl packet before consulting with the SLP



Rtl Packet

- For each classroom teacher in our district:
 - A Speech Rtl packet is provided
 - The packet includes:
 - What is Rtl? PowerPoint
 - Speech/Language Developmental Norms
 - Flowchart
 - Scope and Practice of SLPs



Rtl Packet Contents, cont.

- Definition Page
- How to collect data (examples, examples, examples!!!!)
- How to document (examples, examples, examples!!!!)
- The steps to take when there is a concern about speech or language
- Information to provide to parents
 - Super Duper Handy Handouts (www.superduperinc.com)
 - 7 Tips for Talking with Your Child (The Stuttering Foundation www.stutteringhelp.com)
 - Speech and Language Handouts (Pro-Ed. www.proedinc.com)




Rtl Packet Contents, cont.

- Information to provide to teachers
 - Developmental Norms (Speech and Language)
 - Super Duper Handy Handouts (Speech, Language, Reading, etc.)
 - 8 Tips for Teachers (Fluency)
 - Strategies for the Classroom Teacher to Facilitate Correct Speech Sound Production
 - Suggestions for classroom correction of common misarticulations (self-created)
 - Sound Picture Representations




Scope and Practice of SLPs

- Provide information about what kinds of disorders SLPs diagnose and treat
- Provide information about the duties of a school-based SLP
 - assessment, ARDs, goal creation, treatment, consulting, etc.
- You would be surprised how many of your teachers do NOT know what you do on a daily basis.
 - Provide a written description of the Scope and Practice of SLPs
 - The one we use in our district is provided to you on the handout disk (Handout 1)




Data Collection

- Unfortunately when you ask a teacher to provide data to you when they attempt the strategies in the classroom, you may be provided with a statement such as: "Johnny couldn't say his /r/ sound. We practiced saying it 3 times, and he still cannot say it correctly"




Data Collection

- Provide enough information to your teachers so that they know exactly what is expected!
 - Give them examples
 - The Data Collection Form used in our school district is included on the handout disk (Handout 2)




Documentation

- As SLPs we all know how important it is to document EVERYTHING you do.
- Provide documentation examples on what is acceptable and what is not acceptable
- You will find the documentation form on the handout disk (Handout 3)



Definitions

- Include a glossary with your RtI packet.
- Teachers may not be familiar with typical "Speech" jargon: articulation, phonological processes, pragmatics, etc.
- Provide a list of commonly used SLP words such as articulation, semantics, syntax, receptive, expressive, etc. and give a simple definition.
- Leave a page of blanks for the teacher to fill in any additional words and definitions she/he may learn along the way.



Flow Chart

- Probably the most difficult document to create for the RtI packet.
- It needs to be descriptive but simple.
- An example of our district's Speech RtI flowchart is provided (Handout 4)

Scope and Practice for SLPs (Speech-Language Pathologists) In the School-Based Setting

- To provide prevention, screening, consultation, assessment, diagnosis, treatment, management, and counseling for the following disorders:
 - Speech
 - Phonation - how sound is produced
 - Articulation - how a child says their sounds
 - Fluency - stuttering
 - Voice - pitch, loudness, etc.
 - Language (see definitions in glossary)
 - Phonology
 - Morphology
 - Syntax
 - Semantics
 - Pragmatics
 - Swallowing
 - Cognitive Aspects of Communication
 - Attention
 - Memory
 - Problem Solving
- To establish augmentative and alternative communication (AAC) techniques and strategies including developing, selecting, prescribing systems and devices
- To provide services to individuals with hearing loss
- To screen the hearing of individuals (this is typically done in the school setting by the school nurse)
- Addressing behaviors and environments that affect communication

Collecting Data for Speech Targets

1. Choose a time period in order to make observation about articulation skills.
2. Determine the articulation sound you will be listening for.
3. Determine the setting in which you will be listening for the target sound.
4. Be specific about the data being collected.
5. When you hear the sound produced correctly put a +.
6. When you hear the sound produced incorrectly put a -.
7. If you are drilling the student and you had to get them to imitate you producing it correctly place a circle around the + or -.

Description:

+ means they produced it correctly on their own

- means they did not produce it correctly on their own and you didn't try to model the correct production

⊕ means they produced it correctly after you modeled the correct production

⊖ means that you modeled the correct production but they could not imitate the correct production

Example 1:

Name: Bob Smith

Examiner: Mrs. Teacher

Date: 11/21/2009

Target: Student drilled by teacher for 5 minutes during quiet reading time using site word flash cards to elicit production of /r/ in words.

⊕	+	-	-	+	-	-	⊖	+	+	+	+	+	+	⊕	-	⊖	+	-	+

Total: 10/20 produced correctly spontaneously.

1. Time period for example - 5 minutes
2. Articulation sound in error - /r/
3. Setting - while other students were reading quietly
4. Specifics - drilled student with site word flash cards

Example 2:

Name: Bob Smith

Examiner: Mrs. Teacher

Date: 11/21/2009

Target: Student was **observed** by the teacher for 5 minutes during math work activities in classroom while student was **talking with peers** producing the /r/ sound in conversation.

+	+	-	-	+	-	-	-	+	+	+	+	+	+	+	-	-	+	-	+

Total: 10/20 correct spontaneously.

1. Time period for example - 5 minutes
2. Articulation sound in error - /r/
3. Setting - talking with peers during math
4. Specifics - observed during conversational speech with peers

Name: _____

Examiner: _____

Handout 2

Date: _____

Observation: _____

Total: _____

Name: _____

Examiner: _____

Date: _____

Observation: _____

Total: _____

Name: _____

Examiner: _____

Date: _____

Observation: _____

Total: _____

Name: _____

Examiner: _____

Date: _____

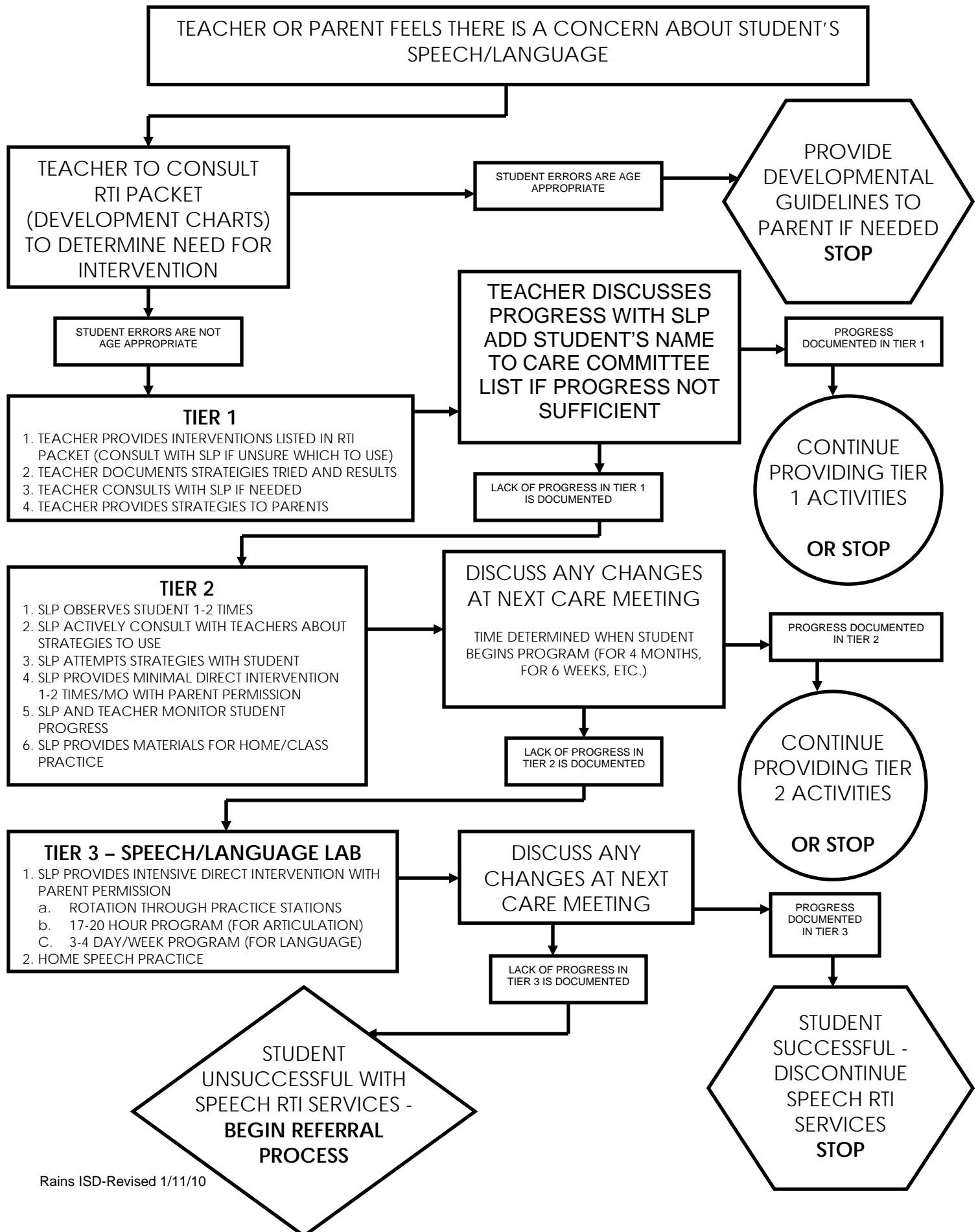
Observation: _____

Total: _____

Concerns:_____

[illegible]

SPEECH THERAPY RTI PROCESS



SPEECH RTI-RESPONSE TO INTERVENTION

Tier 1 Activities

TEACHER DETERMINES IF ERRORS ARE AGE-APPROPRIATE
USE DEVELOPMENTAL CHARTS IN RTI PACKET
TEACHER PROVIDES INTERVENTIONS LISTED IN RTI PACKET
TEACHER DOCUMENTS STRATEGIES ATTEMPTED AND RESULTS
TEACHER CONSULTS WITH SLP FOR SUGGESTIONS
TEACHER REQUESTS PRACTICE PICTURES OR WORD LISTS FROM SLP
TEACHER OFFERS STRATEGIES TO PARENTS

Tier 2 Activities

SLP OBSERVES STUDENT 1-2 TIMES
SLP ACTIVELY CONSULT WITH TEACHERS ABOUT STRATEGIES
SLP ATTEMPTS STRATEGIES WITH STUDENT
SLP PROVIDES MINIMAL DIRECT INTERVENTION 1-2 TIMES/MONTH
SLP AND TEACHER MONITOR STUDENT PROGRESS
SLP PROVIDES MATERIALS TO PARENT FOR HOME PRACTICE

Tier 3 Activities

INTENSIVE DIRECT INTERVENTION FOR ARTICULATION-
"SPEECH LAB"
ROTATION THROUGH PRACTICE STATIONS
17-20 HOUR PROGRAM - TOTAL FOR EACH SOUND IN ERROR
SPEECH LAB IS ONLY APPROPRIATE FOR STUDENTS WITH 1-2 SOUNDS IN ERROR
INTENSIVE DIRECT INTERVENTION FOR LANGUAGE-
"LANGUAGE FOR LEARNING"
3-4 30 MINUTE SESSIONS/WEEK
HOME SPEECH PROGRAM

PRACTICE WORDS PROVIDED TO PARENT WITH
DETAILED INSTRUCTIONS